

Inquiring Minds

Lesson Preparation

Daily Lesson 3	READING	
	TEKS	Ongoing TEKS
	E1.20B	E1.15Ci
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors build a foundation for research by asking relevant questions and developing a plan. —Why is it important to ask questions about the world around us? Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —How do readers connect to fiction? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Research question Research plan 	
Materials	<ul style="list-style-type: none"> Readers Notebook (1 per student) Teacher Reader's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 06 Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create a hypothetical situation for the students. For example, you might ask them to imagine that their parents have given them \$600 to find the best laptop on the market. Use the situation to model the process of creating a research question and developing a plan for research using secondary and primary resources. Create a list of primary and secondary sources for use in the student-created T-Chart. Refer to: Teacher Resource: English I Unit 06 Reading Appetizer. Prepare accordingly. 	
Background Information	<p>Primary and secondary sources can be referred to in vague descriptions rather than formal titles and may include:</p> <p>Primary – Declaration of Independence, Student Handbook, eyewitness accounts of an event</p> <p>Secondary – report on the Declaration of Independence, memo regarding an item in the Student Handbook, news reports</p> <p>The Reading Appetizer partially assesses Performance Indicator: <i>“Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text.”</i></p> <p>This Instructional Routine assesses Performance Indicator: <i>“After brainstorming and consulting with others, choose a social or cultural issue to</i></p>	

Daily Lesson 3	READING
	<i>research. In writing, formulate a major research question related to the issue and develop a research plan."</i>
Teacher Notes	

Instructional Routines

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Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students formulate a plan for engaging in research.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Present the prepared hypothetical situation that requires research. Explain that the only catch to the offer is that they must provide proof that the one they want is the best one for them. 3. Ask: Where do you begin your research? Guide students to understand that there are several places to conduct research such as the library, the internet, and people they know. Explain that these places or people contain four primary types of sources – newspapers, encyclopedias, individuals, and databases. With an Elbow Partner, students discuss how they would best conduct research to determine which is the best laptop. 4. On chart paper, create a table that contains four columns with the headings: <i>Questions to address</i>, <i>Sources</i>, <i>Location of Sources</i>, and <i>Primary/Secondary</i>. 5. Remind students that research begins with a major question. Involve students in brainstorming major research questions related to the topic and write one question above the table as a title. (e.g., What is the best laptop for my school studies?) 6. Instruct students that from the major research question, additional questions will be generated. (e.g., What is the lightest weight for a laptop? Which laptop has the most memory?) 7. After generating and recording additional questions, researchers must determine where to find the best answers for the research questions. Ask: Which sources would be most beneficial in finding the answers to our questions? Where can we locate these sources? Discuss responses and record the sources in the second column on the chart. 8. Remind students that there are two types of sources—primary and secondary. Instruct students to write the definitions in their Reader's Notebook. Primary sources are original documents or text and there is no interpretation from an individual. Secondary sources provide an understanding of a primary source and usually an individual has interpreted the primary source and documented this. 9. Display a list of primary and secondary sources and discuss. Keep the list displayed throughout the unit. 10. Review the sources identified for “picking the best laptop” research and involve students in identifying the sources as primary or

Daily Lesson 3	READING
	<p>secondary.</p> <p>11. Ask: Which type of source would be more reliable? Discuss responses.</p> <p>12. Explain to students that they will now create a plan for their research topic.</p>
Learning Applications	<p>1. Students use the Reader's Notebook to create a plan for their research topics related to a social or cultural issue. Remind students that the research plan will evolve and change during the research process.</p> <p>2. Students begin with a major research question as a title and create a column with four tables as modeled in the Mini Lesson.</p> <p>3. Students brainstorm and discuss possible topics with a partner or small group.</p> <p>4. Students complete the table listing sources, location of sources, and primary or secondary information.</p>
Closure	<p>1. Ask: Why is it important to have a research plan? What impact would not having a research plan have on your research? Discuss responses.</p> <p>2. Collect Reader's Notebooks to evaluate and comment on students' research plans and reflections related to the independent reading fictional text.</p>

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